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ABSTRACT

This cross-sectional, descriptive study explored seven aspects of classroom teachers' job satisfaction across six categories of years of teaching experience (ranging from 5 years or fewer to 26 years or more). The National Follow-up Survey of Teacher Education Graduates was mailed to 10,544 teachers in 307 restructured Ohio public schools and returned by 38 percent (N=4,076). The survey measured job satisfaction by examining: (1) salary and fringe benefits; (2) opportunities for professional advancement; (3) level of personal/professional challenge; (4) level of professional autonomy/decision making authority; (5) general work conditions; (6) interactions with colleagues; and (7) interactions with students. All teacher ratings of job satisfaction were positive, and differences were of degree rather than kind. There were no statistically significant differences by years of teaching experience in ratings of satisfaction with salary, general work conditions, or interaction with students. Teachers rated interactions with students the highest and satisfaction with general working conditions the lowest. Teachers with 5 or fewer years of teaching experience rated satisfaction higher on opportunities for advancement, personal/professional challenge, professional autonomy/decision making, and total scale score. In general, after the first five years of teaching, there were no differences in job satisfaction ratings across the six categories. Four data tables are attached. (Contains 29 references.) (SM)

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Running head: EXPLORING TEACHER JOB SATISFACTION

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Exploring Teacher Job Satisfaction Across Years of Teaching Experience

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Paper presented at the annual meeting of the

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Abstract

This cross-sectional, descriptive study explored seven aspects of classroom teachers' job satisfaction across six categories of years of teaching experience. Surveys were mailed to a census of 10,544 teachers in 307 restructuring public schools in Ohio. Job satisfaction was measured with The National Follow-up Survey of Teacher Education Graduates (scale range 1=very negative to 7=very positive). The return-rate was 38% (N=4,076). All teacher ratings of job satisfaction were positive and differences were of degree rather than kind. One-way ANOVAs found no statistically significant ($p<.001$, effect size .01 or greater) differences by years of teaching experience in ratings of satisfaction with salary (4.71), general work conditions (4.46), or interaction with students (5.83). Teachers with five or fewer years of teaching experience rated their satisfaction higher on (1) opportunities for advancement, (2) personal/professional challenge, (3) professional autonomy/decision making, and (4) total scale score. In general, after the first five years of teaching, there were no differences in job satisfaction ratings across the six categories that ranged from five-years-or-fewer to 26-years-or-more. Teachers' consistent ratings of job satisfaction may have implications for forecasting job opportunities in teaching.

A recent national survey of teachers (National Education Association, 1997) reported that three-fourths of American public school teachers were currently working in schools involved in school reform. Educational reform at the school level necessitates a stable and committed teaching force. The participation of classroom teachers in planning and implementing change to increase student learning is critical to the success of restructuring efforts (Griffin, 1991; Hawley, 1990; Holmes Group, 1986, 1990; Levin, 1986; Lieberman & Miller, 1990; Sarason, 1992). Fullan emphasized, "Teachers as change agents are the sine qua non [italics in the original] of getting anywhere" (1993, p. 18). Any programmatic change within a school requires a large commitment of time measured not only by calendar days but also by calendar years.

Teacher job satisfaction has been identified by researchers as a factor in both the stability of the teaching force (e.g., Harris, 1992) and teachers' organizational commitment (Shin & Reyes, 1991; Kushman, 1992). Darling-Hammond (1984) indicated that as many as half the teachers in the teaching force quit within any seven-year period. Harris, Kazay, & Leichenko (1991) found that former teachers most frequently cited poor salaries and poor general working conditions as reasons for leaving teaching. However, the recent National Education Association survey (1997) reported that half of the teachers (52.4%)

have been teaching for at least 15 years, and more than a third (38.1%) have taught for twenty years or more. There are aspects of the job of classroom teaching that are satisfying across a long period of time. A 1991-92 study on the mobility of teachers (Snyder, Hoffman, & Geddes, 1996) found that the greatest percentage of teachers who left teaching were in the one-to-three "years of teaching experience" category (16.7%) this percentage was greater than that of teachers who left in the 25-years-or-more category (14.6%). This early exit from the profession was also described by Darling-Hammond (1984), Harris, Kazay, & Leichenko (1991) and Harris (1992).

Context of the Study

The school building is the smallest unit where meaningful and lasting changes occur and have consistent impact upon a large group of students (Comer, 1988; Elmore, 1990; Goodlad 1990; Holmes Group 1990; Levine, 1988; Sizer, 1992). With this philosophical base, the Ohio State Legislature created a context for school restructuring by offering Venture Capital Grants of $25,000 per school per year to individual schools to spark internal restructuring. Local school districts were asked to nominate schools for the Venture Capital Grants. Following the district's nomination, proposals were submitted by the individual schools. Eight planning elements were identified by the Ohio State Department of Education

(July, 1993) as being essential to continuous school improvement and were used as evaluative criteria for the proposals. These elements were extracted from the literature on educational change and were generated as a synthesis of key planning elements necessary to achieve and sustain significant educational improvement. These elements were:

1. Evidence of community readiness and willingness to develop and implement new school improvement ideas and to anticipate change and reshape thinking and behavior.
2. School improvement strategies collaboratively designed by the community and integrated into the school's structure demonstrating that all children can learn.
3. Planned changes that are systematic and wide-ranging.
4. Evidence that community agencies and groups are thoughtfully and purposefully involved.
5. School improvement strategies that focus on learning.
6. Evidence that teachers are given expanded roles in planning and implementing change.

7. Policies and practices that contribute to the success of all students.

8. School improvement plans that leverage existing dollars and resources and identify new monies and resources for the support of improvement efforts (p. 10).

Using these elements to evaluate the proposals from individual schools selected by their districts, 307 Venture Schools were funded in Autumn 1994 and Winter 1995. The Venture Schools were chosen in part because a minimum of 80% of the school staff, principal, and district superintendent committed to supporting the initiative (The Venture Capital Assessment Team, October, 1994). (The 307 schools comprise approximately 10% of all schools in the state).

Purpose of the Study

The purpose of this study was to describe teacher job satisfaction across years of teaching experience within the context of restructuring public schools.

Two research questions guided this research study:

1. What aspects of teaching do classroom teachers rate the most and the least satisfying?

2. Are there differences in classroom teachers' ratings of job satisfaction across years of teaching experience?

Theoretical Framework

Teacher job satisfaction has been widely researched. Kim and Loadman (1994) identified 1,175 abstracts of articles on teacher job satisfaction in the Education Resources Information Center (ERIC) 1982 through 1994 database. They then used a meta-analysis of 350 of the article abstracts to identify variables related to teacher job satisfaction. These twelve variables and their proportion of occurrence were: (1) salary 20%, (2) interaction with principal 19%, (3) interaction with students 16%, (4) professional autonomy 10%, (5) class size 9%, (6) school climate 8%, (7) professional achievement 5%, (8) age 4%, (9) self motivation 3%, (10) interaction with colleagues 2%, (11) self evaluation 2%, and (12) working conditions 2%.

With a large sample (N=2,054) of teacher education graduates from 10 universities drawn from The National Database for Teacher Education Follow-up Studies, Kim & Loadman (1994) found that the most positively rated aspect of teaching was "interaction with students" (M=5.37) and the least positively rated aspect was "salary and fringe benefits" (M=3.70) (scale range was 1=very negative to 7=very positive). Other researchers also found that classroom teachers identified "working with students" as the most satisfying aspect of their jobs

(Clark & Keating, 1995; Dilworth, 1991; National Education Association, 1997; Rhul-Smith & Smith, 1993).

A search of the 1982-1997 ERIC database using "teacher job satisfaction" and "years of teaching experience" as descriptors found no studies using a sample of public school teachers. In a review of research related to teacher job satisfaction, Dilworth (1991) found that "years of service" was not included as a variable. Lowther, Gill & Coppard (1985) stated that teacher job satisfaction increased with age, job values remained constant with age, and the major determinants of job satisfaction were intrinsic to teaching for younger teachers and extrinsic to teaching for older teachers. Age and years of teaching experience are obviously related, but with increasing numbers of non-traditional teachers entering the field these variables are not interchangeable.

Method

Sample

The population for the study was 10,544 classroom teachers working in 307 restructuring schools in Ohio. These Venture Capital Schools were funded by the Ohio legislature (Rounds I and II) to implement their self-designed, school level restructuring efforts. A census survey, including the total population, was chosen for the study.

Instrumentation

The National Survey of Teacher Education Graduates Job Satisfaction Subscale (Freeman, Loadman, & Kennedy, 1991) was selected to measure teacher job satisfaction. This subscale consisted of seven items with seven-point Likert-type item rating scales. The items rated job satisfaction with seven aspects of job satisfaction. These seven were satisfaction with: (1) salary and fringe benefits; (2) opportunities for professional advancement; (3) level of personal/professional challenge; (4) level of professional autonomy/decision making authority; (5) general work conditions (hours, class size, work load, etc.); (6) interactions with colleagues; and (7) interactions with students. Reliability (alpha) for the subscale was .79 (Kim & Loadman, 1994). The National Survey of Teacher Education Graduates was designed to gather responses to common items from graduates of different universities. Additional evidence of the content validity of this instrument was obtained by matching item content to concepts from literature on teaching and teacher education (Brookhart, Loadman, & Freeman, 1989).

Data Collection

A packet containing a cover letter, a questionnaire for each classroom teacher, and a postage-paid return envelope was mailed to each Venture Capital

School Coordinator. The number of teachers in the 307 schools ranged from seven to 128. An envelope was attached to each questionnaire with instructions to the teachers to complete the questionnaire, seal it in the envelope, and return it to the coordinator. A summary of the study and the data for the individual school (aggregated for confidentiality) was promised to each school.

Return Rates

Returns were received from 4,076 teachers (38%) within 180 schools. Within-school return rates varied. Fifty-six schools responded with 100% of the classroom teachers; 48 schools responded with between 80-99%; 47 schools had a return rate between 50-79%; 23 schools had a classroom teacher return rate between 30-49%; nine schools responded with 29% or fewer classroom teacher responses. Data exploration with independent ttests ($p<.001$) found differences by gender on two subscale items. Subsequently, two-way ANOVAs by gender and return rate by item were used to compare classroom teachers' responses in each return-rate group with the classroom teachers' responses in the 100% return-rate group. No statistically significant ($p<.001$) interactions were found by gender and return-rate. No statistically significant ($p<.001$) differences were found by either gender or return-rate. Because of the large sample size and no differences among group means, the data were aggregated for further analysis.

Data Analysis

Descriptive statistics were calculated for teacher demographics and responses to the job satisfaction subscale. Cronbach's coefficient reliability alpha was calculated for the subscale with the study sample (.80). One-way ANOVAs (SAS GLM procedure was used because of the unequal numbers in each category) were used to test for differences in responses to the job satisfaction items by years of teaching experience. Alpha level was set at $p<.001$ for the omnibus F with an additional criterion of an effect size (η^2) of at least .01 (Keppel, 1982) because of the large N of the sample. A Scheffe ($p<.001$) was used to follow up significant omnibus Fs.

Results

Demographic characteristics of the teachers

Table 1 presents the demographic characteristics of the teachers in the

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Place Table 1. about here

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sample. Seventy-two percent of the responding teachers were female, 28% were male. The modal age of the sample of teachers was 40-49 (43.1%). Ninety-two percent of the teachers responding to the survey were Caucasian, 6% were African-American, fewer than 1% were Asian, and 1% responded to the "other"

category of the item. The teachers were divided almost equally in their responses to the "Academic Degrees" question. In the sample, 49% had Bachelors Degrees, 50% had Masters Degrees, and 1% had Doctoral Degrees. The distribution of teachers within "Years of Teaching Experience" categories was bimodal; twenty percent had been teaching 16-20 years and 20% had been teaching 21-25 years. Eighteen percent of the teachers had been teaching for five years or fewer, 15% had 6-10 years of teaching experience, 14% had taught 11-15 years, and 13% had been teaching longer than 26 years. Forty-two percent of the sample were elementary teachers; 20% were middle school of jr. high school teachers; and 34% were high school teachers. Four percent of the teachers taught in magnet or vocational schools (other).

This large sample of classroom teachers was compared with the national population of teachers (Snyder, Hoffman & Geddes, 1996) on six demographic variables: (1) gender, (2) age, (3) race, (4) academic degrees, (5) years of teaching experience, and (6) teaching level. These comparisons used ANOVA or Chi Square tests of Goodness of Fit, as appropriate. The demographic characteristics of teachers in the sample fit the national profile (Snyder, Hoffman, & Geddes, 1996) of teachers with only two exceptions: (1) the percentage of Caucasian teachers in the sample (92%) was slightly higher than the national proportion

(87%), and (2) the sample median for years of teaching experience was 17 years; the national median was 15 years. The demographic profile of the sample also paralleled the profile of teachers in the state of Ohio (Ibid).

Overall Ratings of Job Satisfaction

Table 2 presents teachers ratings of job satisfaction by the total sample (N=4,076). All job satisfaction ratings were positive (above the neutral 4.00 scale midpoint) and differences were in degree rather than kind.

Place Table 2. about here

The aspect of the job of teaching receiving the most positive rating (5.83) from this large sample of teachers was "interaction with students." The aspect of teaching receiving the least positive rating was "overall working conditions" (4.46). The teachers' ratings with salary/fringe benefits (4.71), opportunities for professional advancement (4.93), and professional autonomy/decision making (4.52) were all between the scale midpoint of 4.00 and the more positive 5.00 on the seven-point scale. Job satisfaction with the level of personal/professional challenge (5.40), and interaction with colleagues (5.18) received more positive ratings. The mean for the total scale was 5.01 with a standard deviation of .90, indicated a positive and consistent rating of job satisfaction.

Ratings of Job Satisfaction by Years of Teaching Experience

Table 3 presents the teachers' ratings of the seven aspects of job satisfaction by categories of "years of teaching experience." The numbers of teachers in each of the six categories were: (1) five years and fewer, 732; (2) six to 10 years, 612; (3) 11 to 15 years, 582; (4) 16 to 20 years, 793; 21 to 25 years, 795; and 26 years or more, 524. Looking across categories by aspect of job satisfaction some patterns seem to emerge. There were no apparent mean differences in teachers' ratings of job satisfaction with salary or interaction with students. In general, the mean ratings of teachers in the first category appeared to be higher with few observed differences across the other five categories.

Aspects of Job Satisfaction with No Difference Across Categories of Years of Teaching Experience

Tested with alpha at .001, with effect size (η^2) criterion at .01 or greater, there were no statistically significant differences by "years of teaching experience" in teachers' ratings of satisfaction with: (1) salary [$F(5,4028)=0.50$, $p=.77$]; (2) working conditions [$F(5,4022)=3.97$, $p=.001$, $\eta^2=.004$]; or (3) interaction with students [$F(5, 4028)=0.66$, $p=0.66$].

Differences in Ratings of Job Satisfaction by Years of Teaching Experience

Teachers in the "five years or fewer" category of teaching experience rated their job satisfaction higher than teachers in the other five categories on three aspects of the job. These differences were found on satisfaction ratings of: (1) opportunities for advancement [$F(5,4023)=8.91$, $p=000$, $\eta^2=.01$]; (2) level of personal/professional challenge [$F(5,4016)=8.10$, $p=.000$,$\eta^2=.01$]; (3) level of professional autonomy/decision making authority [$F(5,4014)=8.20$, $p=.000$, $\eta^2=.01$]; and total subscale score [$F(5,4032)=8.39$, $p=.000$, $\eta^2=.01$].

Place Table 4 about here

Teachers' with "five or fewer," "21 to 25 years," and "26 years and beyond," had higher ratings of satisfaction of interaction with colleagues than did teachers' with "six to 10 years," "11 to 15 years," and "16 to 20 years" of teaching experience [$F(5,4030)=8.12$, $p=.000$, $\eta^2=.01$]. Teachers' with "five or fewer" years of experience had a higher rating on the total scale score than teachers in the other five categories

Discussion and Conclusions

The teachers in this sample rated their satisfaction with all aspects of teaching positively. Differences were in degree rather than in kind.

The Most Satisfying Aspect of Classroom Teaching

Teachers rated "interactions with students" the most positively (5.83). This high-positive rating was invariable across "years of teaching experience." This finding is consistent with other studies (Clark & Keating, 1995; Dilworth, 1991; National Education Association, 1997; Rhul-Smith & Smith, 1993).

The Least Satisfying Aspect of Classroom Teaching

The teachers rated their satisfaction with "general working conditions" the least positively (4.46, just above the neutral scale midpoint of 4.00). This moderately positive rating was consistent across the six "years of teaching experience" categories. Harris, Kazay, & Leichenko (1991) found that former teachers most frequently cited poor salaries and poor general working conditions for reasons for leaving teaching. Recent teacher education graduates in the Kim and Loadman (1994) sample had a mean rating for satisfaction with "general working conditions" of 4.44, however, "salary and fringe benefits" was the least satisfying aspect of the job (3.70, below the neutral scale midpoint).

Three aspects with no difference in satisfaction ratings across years of teaching experience.

Two of the three aspects of job satisfaction with no differences across years of teaching experience were rated the most positively (interaction with

students) and the least positively (general work conditions). The third aspect was teachers' satisfaction with the salary and fringe benefits of the job. The mean rating for this item (4.71) was between the scale's neutral midpoint and a moderately positive response. This moderate, consistent rating offered little evidence to explain classroom teachers' long-term commitment to their jobs.

Differences in ratings of opportunities for professional advancement.

Teachers with five or fewer years of teaching experience had statistically significantly ($p<.001$, effect size of .01 or greater) mean ratings of satisfaction with "opportunities for professional advancement" (5.61). The mean differences were between this category and the 16-to-20 years category (4.84); the 21-to-25-years category (4.84) and the 26-years-and-more category (4.84). The mean rating for the five-years-and-fewer category was not statistically significantly higher than the six-to-10-year category (5.02) or the 11-to-15 year category (4.92). Teachers in the first five years of their careers perceived that the opportunities for advancement were greater than did teachers with 16 or more years of teaching experience. Statistical significance may not adequately describe the pattern of change (Table 4). The decline over categories was gradual until it reached a plateau at the 16-to-20-year category. Is the phrase "opportunities for professional advancement" interpreted by teachers as (a) the opportunity to pursue an advanced

degree, (b) to move into counseling or administration, or (c) to increase salary? If classroom teachers viewed "opportunities for professional advancement" in relation to teaching, that is, becoming a master teacher, or a professional teacher, might this measure of job satisfaction show a different pattern? Does this leveling-off of teachers' perceptions of opportunities for advancement define classroom teaching as a "dead-end" profession? What new opportunities in terms of "new roles" or "professional leadership" will be available as teachers participate in reform at the school level? Will these opportunities be available for teachers with many years of experience or will the focus be on the newly-hired?

Differences in ratings of the personal/professional challenge of the job.

Teachers with five or fewer years of teaching experience had statistically significantly ($p<.001$, effect size .01 or greater) higher ratings of satisfaction with the "personal/professional challenge" of the job (5.62) than teachers with 11 to 15 years of experience (5.33); teachers with 21 to 25 years of experience (5.36); and teachers with 26 years or more teaching experience (5.29). Again, the general pattern of teachers' mean ratings (Table 4) showed the highest mean rating in the five-years-or-fewer category with a gradual decrease across years of experience categories. It must be noted, however, that the mean rating for this aspect of teaching in each of the six categories was above 5.00 on a seven-point scale. The

pattern of responses indicated that once teachers "learned the ropes" ratings of satisfaction with the "personal/professional challenge" of teaching decreased yet remained at a very positive level through 26 years and more years on the job.

Differences in ratings of satisfaction with the degree of autonomy/decision making authority.

Teachers with five or fewer years of teaching experience had statistically significantly ($p<.001$, effect size of .01 or greater) more positive mean ratings (4.79) or job satisfaction with the degree of autonomy/decision making authority than teachers with 11 to 15 years (4.48); teachers with 16 to 20 years (4.44); teachers with 21 to 25 years (4.49); and teachers with 26 or more years (4.37). Although the differences across categories indicated a similar pattern of decrease over years of teaching experience, the mean ratings for this aspect of teaching were less positive than ratings for satisfaction with "personal/professional challenge." With the exception of the category of five-years-or-fewer, teachers' rated their satisfaction with "degree of autonomy/decision making authority" lower than their satisfaction with "salary/fringe benefits." As all teachers become more involved in decision making within and beyond the classroom, a vision for reform at the school level, satisfaction with this aspect of teaching should increase.

Differences in Ratings of Satisfaction with Interactions with Colleagues.

Differences in ratings of this aspect of job satisfaction showed an intriguing pattern across years of teaching experience. The means for teachers' with five-or-fewer years (5.34); 21-to-25-years (5.25); and 26-years-and-beyond (5.25); were statistically significantly higher than the ratings' of teachers with six-to-10 years, 11-to-15-years, and 16-to-20-years of teaching experience. In general, teachers rated this aspect as highly satisfying. The "dip" by years of teaching experience in the satisfaction ratings of this aspect of teaching was puzzling.

Differences in total subscale score.

Teachers with five or fewer years of teaching experience had a statistically significantly higher mean rating on the total subscale score (5.17) than teachers with 11-to-15-years (4.97); 21-to-25-years (4.97); and teachers with 26-and-more-years (4.95). The pattern of differences (Table 4) was that of a gradual decrease across categories.

The findings of higher mean ratings of beginning teachers on three aspects of teaching and the total scale score appear to be inconsistent with research on teacher mobility. Snyder, Hoffman, & Geddes (1996) reported that the greatest percentage of teachers leaving the profession were in the one-to-three-years of

experience category. However, if teachers leave because of poor salaries and poor general working conditions as suggested by Harriz, Kazay, & Leichenko (1991), the findings in this study may be consistent with teacher mobility profiles.

There are few teacher job satisfaction studies in the literature using samples of teachers in restructuring schools, yet the recent National Education Association's (1997) survey suggested that three-fourths of American public school teachers are working in a school reform environment. The data from the large sample (N=2,054) in the Kim and Loadman (1994) study, using the same instrument offer some comparative measures. The data from the 10 universities in that sample were collected from 1988 through 1993. Most of the teachers in that sample were surveyed from one to three years after graduation. The teachers in that sample rated their "opportunities for professional advancement" 3.98, slightly below the scale's neutral midpoint. Teachers in the five-years-or-fewer category in this sample (N=735) rated their "opportunities for professional advancement" 5.16, above the highly positive scale point. This difference is striking but the "apples" and "oranges" nature of the comparison allows only a weak inference! Nevertheless, do teachers in the restructuring Venture Capital Schools in Ohio perceive greater opportunities for professional advancement than other beginning teachers?

Limitations of the Study

Although the demographic profile of the large sample of teachers in this study overlay the national and Ohio teacher demographic profiles, the teachers' ratings of job satisfaction may not be generalizable. The findings of the most and least satisfying aspects of teaching are consistent with other studies, however, no other studies were found that explored the variable across years of teaching experience. The findings of this study can be used as baseline data for future measures of teacher job satisfaction in the 180 Venture Capital Schools in the sample. The findings may also be used as comparative data for other researchers who wish to look at job satisfaction across years of teaching experience.

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Table 1.

Demographic Characteristics of the Sample of Classroom Teachers

Variable	N*	%
Gender		
Female	2936	72.4
Male	1117	27.6
Age		
22-29	582	15.6
30-39	882	23.7
40-49	1605	43.1
50-59	605	16.2
60 and over	53	1.4
Race		
African-American	253	6.3
Asian	23	0.6
Caucasian	3694	91.8
Other	50	1.2
Academic Degrees		
Bachelors Degree	1973	49.3
Masters Degree	1997	49.9
Doctoral Degree	33	0.8

(continued)

Table 1. (Continued)

Demographic Characteristics of the Sample of Classroom Teachers

Variable	N*	%
Years of Teaching Experience		
5 years or fewer	732	18.1
6-10 years	612	15.2
11-15 years	582	14.4
16-20 years	793	19.6
21-25 years	795	19.7
26 years or more	524	13.0
Teaching Level		
Elementary	1718	42.3
Middle School/Jr. High	827	20.2
High School	1376	33.7
Other Schools (Magnet/Vocational)	152	3.7
Total	4076	100.0

Note. Frequencies may not sum to the total N of the sample (4076) because of non-response to item.

Table 2.

Ratings of Job Satisfaction of Total Sample of Classroom Teachers

Satisfaction with...	N	Mean	Std Dev
Salary/fringe benefits	4067	4.71	1.38
Opportunities for professional advancement	4065	4.93	1.44
Personal/professional challenge	4058	5.40	1.18
Professional autonomy/decision making	4055	4.52	1.43
General work conditions	4065	4.46	1.53
Interactions with colleagues	4073	5.18	1.34
Interactions with students	4071	5.83	1.03
Total score	4076	5.01	0.90

Note. Scale range 1 = very negative to 7 = very positive; Cronbach's coefficient alpha reliability = .80; frequencies do not sum to N because of non-response to item.

Table 3.

Means and Standard Deviations of Teachers' Ratings of Job Satisfaction by Years of Teaching Experience Categories

	5 Years or Fewer (N=732)			Six to 10 Years (N=612)			11 to 15 Years (N=582)		
Aspect...	N	Mean	Std Dev	N	Mean	Std Dev	N	Mean	Std Dev
Salary	729	4.72	1.35	608	4.73	1.33	581	4.76	1.38
Advance	730	5.16	1.29	611	5.02	1.35	581	4.92	1.44
Challenge	731	5.62	1.12	609	5.40	1.11	581	5.33	1.21
Autonomy	730	4.79	1.31	609	4.55	1.26	579	4.48	1.42
Working Cds.	731	4.48	1.45	608	4.42	1.48	582	4.38	1.58
Colleagues	731	5.34	1.31	612	4.95	1.31	581	5.10	1.35
Students	731	5.89	1.01	611	5.83	0.98	582	5.80	1.06
Total Subscale	732	5.17	0.83	612	4.99	0.83	582	4.97	0.92

(Continued)

Table 3 (Continued).

Means and Standard Deviations of Teachers' Ratings of Job Satisfaction by Years of Teaching Experience Categories

	16 to 20 Years (N=793)			21 to 25 Years (N=795)			26 Years Plus (N=524)		
Aspect...	N	Mean	Std Dev	N	Mean	Std Dev	N	Mean	Std Dev
Salary	792	4.76	1.38	795	4.66	1.40	524	4.69	1.46
Advance	792	4.84	1.47	792	4.84	1.50	532	4.84	1.49
Challenge	786	5.37	1.16	792	5.36	1.21	523	5.29	1.21
Autonomy	790	4.44	1.47	788	4.49	1.52	524	4.37	1.50
Working Cds.	790	4.48	1.53	793	4.38	1.57	524	4.41	1.54
Colleagues	793	5.18	1.31	795	5.25	1.36	524	5.25	1.39
Students	793	5.83	1.01	793	5.83	1.04	524	5.81	1.05
Total Subscale	793	4.99	0.89	795	4.97	0.94	524	4.95	0.95

Note: Scale range 1=very negative to 7=very positive. Frequencies do not sum to N because of non response to item. Total N=4038 as 38 did not respond to the "years of teaching experience" question.

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Table 4.

Analysis of Variance for Ratings of Aspects of Job Satisfaction

Dependent variable: Opportunites for Professional Advancement		
Source	df	F
Years of Teaching Experience	5	8.91*
Error	4023	(2.03)

Dependent variable: Level of Personal/Professional Challenge		
Source	df	F
Years of Teaching Experience	5	8.10*
Error	4016	(1.36)

Dependent variable: Level of Professional Autonomy/Decision Making Authority		
Source	df	F
Years of Teaching Experience	5	8.20*
Error	4014	(2.01)

Dependent variable: Interaction with Colleagues		
Source	df	F
Years of Teaching Experience	5	8.12*
Error	4030	(1.78)

(continued)

Table 4 (Continued).

Analysis of Variance for Ratings of Aspects of Job Satisfaction

Dependent variable: Total Subscale Score		
Source	df	F
Years of Teaching Experience	5	8.39*
Error	4032	(0.79)

Note. Values enclosed in parentheses represent mean square errors.

*$p < .001$